

Aston Fence Junior & Infant School Accessibility Plan 2022 - 2024

Purpose of the Plan

The purpose of this plan is to show how Aston Fence J & I School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Aston Fence J & I School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection and parental discussions.

Admissions

Admissions to Aston Fence J & I School are dealt with by Rotherham LA. Children are not discriminated against because of a disability and the school has an anticipatory duty to make reasonable adjustments to meet the needs to pupils with disabilities. We are an inclusive school and aim to admit all children from the local community whose parents wish them to attend. However, there may be rare instances where the efficient use of resources and the need to provide efficient education for other children in the school means that a pupil would be better placed in a more specialist setting.

CONTEXTUAL INFORMATION

Physical Access to buildings and classrooms

The original school building was erected in 1877 with an extension added in 1906. A further extension was added in 2009. The building work of 2009 included amendments to the original building to ensure where possible, all areas are accessible for children and adults. The only remaining area that would cause difficult access is a series of steps from the Foundation Classroom to the rest of the school building.

AREA OF SCHOOL

Entry and Exit

Entrance to the school from the school car park from the road, is easily accessible from the road. There is one designated space for disabled users directly adjacent to the main doors.

All doors are wide enough for wheelchair or walking access. There are ramps to all doors at the front and rear of the building as necessary.

Classrooms, Library, ICT Suite

Corridors and doors are wide enough for wheelchair use. Indoor classrooms all have flat access.

Hall - (Use for assembly, PE, concerts, dining, public use for polling).

The hall has double doors providing access for wheelchair use. The hall has flat access.

Toilets

Toilets have flat access. An accessible toilet is located on the central link corridor.

Playgrounds and field

Playgrounds are accessible via ramps (and steps). The Foundation Stage play area is accessible via a ramp.

Door furniture

All door furniture is of a contrasting colour to facilitate those partially sighted.

Acoustics

The classrooms and hall built in 2009 incorporated acoustic boards as part of the construction. All other rooms have lowered ceilings to improve the environment for those with hearing difficulties. All areas of school, apart from the school hall, are carpeted to improve the acoustics within each area.

Fire Escapes

See PEEP plans. All disabled staff, pupils and visitors have safe and independent egress.

Signage

Signage in school is such that visually impaired people feel safe in school and can identify appropriate areas as necessary e.g. toilets.

ACTION

Access from Foundation Stage classroom to the main school

Only accessible via stairs. Alternative arrangements would be made for a wheelchair user needing access to the main school. Movement out from FS main door and back in through main entrance or room usage would be swapped.

Personal Emergency Evacuation Plan (PEEP)

Plans are in place so that all disabled pupils and staff working alongside them, are safe in the event of a fire or any other reason which would instigate a need to evacuate the building.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should, as far as possible, have access to a full and broad curriculum, similar to that followed by their peers. In constructing the school timetable, the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom layout can be altered to facilitate access and learning.

The school's policies on Teaching and Learning and SEND/Inclusion incorporate advice for teachers on supporting disabled pupils. The school has an on-going programme of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with physical needs, sensory impairment, specific learning difficulties etc. is carried out as required.

Informal Curriculum

Aston Fence J & I School is committed to ensuring that pupils with a disability can participate fully in the wide range of activities offered beyond the classroom. This includes;

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Educational visits including residential visits

Arrangements for play, recreation and other aspects of a child's social development are carefully planned for. The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials or other alternatives (language translation) would be made when required.

Management of the Plan

- The governors' Premises Committee will be responsible for the strategic direction of the schools Accessibility Plan.
- The governors' Finance Committee will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The headteacher and the Special Needs Co-ordinator will be responsible for the plan's day-to-day implementation.
- Progress of the plan's priorities will be reported:
 - . to the full governing body at least once per year
 - . on the school website

Parents/carers may request a copy of the Accessibility Plan from the school office.

APPENDIX A

Identifying Barriers to Access: A checklist

This list helps identify barriers to access that exists in schools. It is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility in our school.

Section 1

Yes

No

Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?

✓

Are your classrooms optimally organised for disabled pupils?

✓

Do lessons provide opportunities for all pupils to achieve?

✓

Are lessons responsive to pupil diversity?

✓

Do lessons involve work to be done by individuals, pairs, groups and the whole class?

✓

Are all pupils encouraged to take part in music, drama and physical activities?

✓

Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?

✓

Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?

✓

	Yes	No
--	-----	----

Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓	
---	---	--

Do you provide access to computer technology for students with disabilities?	✓	
--	---	--

Are school visits made accessible to all pupils irrespective of attainment of impairments?	✓	
--	---	--

Are there high expectations of all pupils?	✓	
--	---	--

Do staff seek to remove all barriers to learning and participation?	✓	
---	---	--

Section 2

Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, dining hall, library and outdoor facilities and playgrounds – allow access for all pupils?	✓	
--	---	--

Can all pupils, who use wheelchairs, move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓	
--	---	--

(apart from FS2 see action plan)

Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	
--	---	--

Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	✓	
--	---	--

Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		
---	--	--

	Yes	No
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	✓	
Is furniture and equipment selected, adjusted and located appropriately?	✓	

Section 3

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓	
Do you have the facilities, such as ICT, to produce written information in different formats?	✓	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	